

**College Curriculum Committee Meeting Agenda**  
**Tuesday, February 3, 2015**  
**2:00 p.m. - 3:30 p.m.**  
**President's Conference Room**

Item	Action	Attachment	Presenter
1. Minutes: January 20, 2015	Action	#2/3/15-1	Escoto
2. Announcements a. Proposed Requisites b. New Course Proposals c. Descriptions for Certificates of Achievement d. Division Curriculum Committee Minutes	Information Information Reminder	#2/3/15-2 #2/3/15-3 thru 7 #2/3/15-8	Escoto
3. Consent Calendar: a. Stand Alone Forms	Action	#2/3/15-9 thru 26	Escoto
4. Course Currency Policy (deactivation)	Discussion	#2/3/15-27	Escoto
5. C-ID	Information	#2/3/15-28 & 29	Day
6. AP & CLEP	Information	#2/3/15-30	Day
7. Registered Apprenticeship College Consortium	Information	#2/3/15-31 & 33	Mummert
8. Good of the Order			All Reps
9. Adjournment			Escoto

**Consent Calendar:**

**Stand Alone Forms** (attachments #9-26): C S 1AH, 2AH, 3A, 21B, 50B, 50C, 53A, 53B, 53C, 53D, 56B, 85A, CHEM 9, ENGR 11, MATH 1AH, MATH 1AHP, PSE 151, V T 66

**Attachment List:**

#2/3/15-1 Draft Minutes: January 20, 2015  
#2/3/15-2 CCC Notification of Proposed Requisites  
#2/3/15-3 New COR Proposal-APPT 195  
#2/3/15-4 New COR Proposal-APPT 196  
#2/3/15-5 New COR Proposal-APPT 197  
#2/3/15-6 New COR Proposal-APPT 198  
#2/3/15-7 New COR Proposal-D H 58C  
#2/3/15-8 Resolution-Add Descriptions to Certificates of Achievement  
#2/3/15-27 Draft 2-Policy of Course Currency  
#2/3/15-28 January 2015 C-ID Update  
#2/3/15-29 C-ID Status Report Update 1/29/15  
#2/3/15-30 2015 ASCCC Resolutions Related to AP Credit-IB-CLEP List  
#2/3/15-31 RACC FAQs  
#2/3/15-32 RACC Standards of Good Practice  
#2/3/15-33 RACC Articulation Framework

**2014 -2015 Curriculum Committee Meetings**

**Fall 2014 Quarter:**

~~10/7/14~~  
~~10/21/14~~  
~~11/4/14~~  
~~11/18/14~~  
~~12/2/14~~

**Winter 2015 Quarter**

~~1/20/15~~  
2/3/15  
2/17/15  
3/3/15  
3/17/15

**Spring 2015 Quarter**

4/21/15  
5/5/15  
5/19/15  
6/2/15  
6/16/15

\* Standing reminder: items for inclusion on the CCC agenda are due no later than one week before the meeting

### **2014-2015 Curriculum Deadlines**

- 12/1/14 Deadline to submit courses to CSU for CSU GE approval.  
12/1/14 Deadline to submit courses to UC/CSU for IGETC approval.  
12/5/14 COR/Title 5 Updates for Summer 2015.  
3/2/15 Curriculum Sheet Updates for 2015-16.  
6/1/15 Deadline to submit new/revised courses to UCOP for UC transferability  
6/19/15 COR/Title 5 Updates for Summer 2016.  
*Ongoing* Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

### **2014-2015 Professional Development Opportunities & Conferences of Interest**

- 7/10-12/14 ASCCC Curriculum Institute, Hayes Mansion, San Jose CA  
4/15-16/15 CTE Curriculum Academy, Anaheim Marriott Suites, Garden Grove, CA  
2/20-21/15 Accreditation Institute, San Mateo Marriott, San Francisco Airport, CA

#### **Distribution:**

Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Konnilyn Fieg (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Hilary Gomes (FA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (AS President), Kurt Huel (Dean, BSS), Kay Jones (LIBR), Chris Ju (ASFC Student), Marc Knobel (PSME), Andrew LaManque (AVP Instruction, Administrator co-chair), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (VP, Instruction), Simon Pennington (FA), Lety Serna (CNSL), Paul Starer (Dean, L A), Kella Svetich (L A), Lan Truong (CNSL)

College Curriculum Committee  
Meeting Minutes  
Tuesday, Jan 20, 2015  
2:00 p.m. - 3:30 p.m.  
President's Conference Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: December 2 <sup>nd</sup> , 2014	Minutes as written <b>M/S</b> (Armstrong/Serna). <b>Approved</b>
2. Announcements a. Proposed Requisites  b. Rachel Baker visit	<b>Speaker: Isaac Escoto</b> a. New course proposals were introduced. Question about similarities with previous proposed requisites. Clarification that this is simply an updated list. Typo in proposed requisites for ENGL 1C: Should read ENGL 1A, 1AH, 1S & 1T or ESLL 26. BIOL 45 should read CHEM 30A or CHEM 12A (instead of “;” between CHEM 30A and CHEM 12A. Clarification that courses not listed as prerequisites, would need to be petitioned to be considered as such. <b>Speaker: Carolyn Holcroft</b> b. Rachel Baker (Stanford Researcher) will be visiting Foothill on January 26 at 3:30 pm. She will be presenting to Academic Senate on her research regarding Associate Degrees for Transfer. Holcroft asked for feedback regarding what questions we might ask Rachel regarding how students are being affected by ADTs. What would we like to know about students’ experience with ADTs? Though all are welcome to attend Senate meetings, questions/concerns can be forwarded to one’s senator or directly to Holcroft.
3. Career Pathways Trust Grant	<b>Speaker: Dawn Girardelli</b> Girardelli gave an overview of our CTE region and “Doing What Matters for Jobs and the Economy.” Girardelli also described SB 1070 (Career Technical Education Pathways, AB 86 (Adult Education Consortium Planning Grant) and it’s regional grants, and the Bay Area Community College Consortium (BACCC). She encouraged faculty participation at the BACCC meeting at De Anza College on Feb 6 <sup>th</sup> 10am-3pm. It was asked that Girardelli provide a list of BACCC related committees that need members. It was shared that it’s a big concern to make sure we have faculty involvement in these committee/planning meetings.
4. C-ID Information	<b>Speaker: Isaac Escoto</b> Shared C-ID Newsletter (December 2014). Encouraged faculty to review and give feedback on updated descriptors as well additional disciplines being considered. Feedback can be submitted at <a href="https://c-id.net">https://c-id.net</a>
5. Consent Calendar:  a. GE Applications  b. Stand Alone Forms	<b>Speaker: Isaac Escoto</b> Consent Calendar as presented <b>M/S</b> (Serna, Campbell) <b>Approved.</b> a. <b>GE Applications:</b> MATH 12 (Area V), PHOT 8 & 8H (Area VI). Reminder for curriculum committees to review our current GE pattern and be aware of what courses from their division are or are not present.  b. <b>Stand Alone Forms:</b> EMT 309, EMTP 200, L A 151, PSE 151, SPAN 110 & 111. It was shared that Pass the Torch plans to replace CNSL 51 with PSE 151 and LA 151 as requirements for new

	students in the program. Concern about what course content makes a course degree applicable. Conversation about SPAN 110 & 111 meeting criteria on our stand-alone form.
6. Reciprocity for ADT Policy	<b>Moved to next meeting</b>
7. Course Currency Policy (Deactivation)	<b>Speaker: Isaac Escoto, Andrew LaManque</b> Concern about the complicated process of reactivating a course. Discussion about the benefit in closely reviewing a course outline after it hasn't been taught in four years. It was shared that some faculty feel frustration with the relationship between course creation and course scheduling. Mention of how it is a disservice to list a course in our catalog if it never runs due to low enrollment.
8. Responsibilities/Guidelines	<b>Moved to next meeting</b>
9. Good of the Order	<b>Speaker: All Reps</b> Escoto reminded the members that we need to be better about reporting division curriculum committee minutes to the Instruction Office. Since we approve courses at the division curriculum committee level, CCC minutes do not reflect these actions. A draft of the "Division Curriculum Committee Meetings Report" was shared. It is meant to help guide what information should be included in curriculum committee meeting minutes. Reps are encouraged to check with Nuñez if they aren't sure if she has been receiving their curriculum minutes.

**Attendees:** Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Isaac Escoto (Faculty Co-Chair), Konnilyn Fieg (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Hilary Gomes (FA), Robert Hartwell (FA), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP Instruction, Administrator co-chair), Allison Lenkeit Meezan (BSS), Lety Serna (CNSL), Paul Starer (Dean, L A), Kella Svetich (L A), Victor Tam (Dean, PSME), Lan Truong (CNSL)

**Guests:** Carolyn Holcroft, Dawn Girardelli

**Minutes Recorded by:** Kay Jones

## CCC Notification of Proposed Requisites

The following courses are currently undergoing review for requisite additions or changes. Please contact the Division Curr Rep if you have any questions or comments.

[illegible]

**Foothill College  
College Curriculum Committee  
New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

**Date Proposal Given to Division CCC Rep:** 12/12/14

**Faculty Author:** Mauricio Velarde

**Proposed Number:** APPT 195

**Proposed Transferability:** None

**Proposed Title:** Hydronics, Heating, Cooling & Steam

**Proposed Catalog Description:** In this course, apprentices will learn the basic principles of various hydronic systems including equipment selection, pipe sizing, piping connections and proper installation methods. The basic property of steam is covered in detail.

**Proposed Discipline:** Steamfitting

**Proposed Need/Justification Statement:**

This course prepares students to work in various building construction industries as state-registered apprentices.

**To which Degree(s) or Certificate(s) would this course potentially be added?**

None. Future plan is to have this course apply towards a Certificate.

**Comments & Other Relevant Information for Discussion:**

None

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

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**Date Proposal Given to Division CCC Rep:** 12/12/14

**Faculty Author:** Mauricio Velarde

**Proposed Number:** APPT 196

**Proposed Transferability:** None

**Proposed Title:** Air Conditioning, Basic Electricity, Tube Bending

**Proposed Catalog Description:** This course provides a foundation and the fundamental knowledge of electrical theory, electrical circuitry, principles of refrigeration and air conditioning as it relates to the Refrigeration industry.

**Proposed Discipline:** Air Conditioning, Refrigeration and Heating

**Proposed Need/Justification Statement:**

This course prepares students to work in various building construction industries as state-registered apprentices.

**To which Degree(s) or Certificate(s) would this course potentially be added?**

None. Future plan is to have this course apply towards a Certificate.

**Comments & Other Relevant Information for Discussion:**

None

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College  
College Curriculum Committee  
New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

**Date Proposal Given to Division CCC Rep:** 12/12/14

**Faculty Author:** Mauricio Velarde

**Proposed Number:** APPT 197

**Proposed Transferability:** None

**Proposed Title:** Refrigeration & Safe Handling of Refrigerants, Job Safety & Health, Standards for Excellence & Conservation

**Proposed Catalog Description:** This course covers a vast array of topics, which include general OSHA, health and safety standards, hazardous materials, industry refrigerants and general work standards. Students learn how to install and maintain refrigeration equipment including preventative maintenance, test and checkout.

**Proposed Discipline:** Air Conditioning, Refrigeration and Heating

**Proposed Need/Justification Statement:**

This course prepares students to work in various building construction industries as state-registered apprentices.

**To which Degree(s) or Certificate(s) would this course potentially be added?**

None. Future plan is to have this course apply towards a Certificate.

**Comments & Other Relevant Information for Discussion:**

None

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:



**Foothill College  
College Curriculum Committee  
New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

**Date Proposal Given to Division CCC Rep:** 12/12/14

**Faculty Author:** Mauricio Velarde

**Proposed Number:** APPT 198

**Proposed Transferability:** None

**Proposed Title:** Plumbing Service & Repair

**Proposed Catalog Description:**

This course prepares students to work as plumbers in the field of Plumbing System, Maintenance and Repair. Students learn all about plumbing fixtures, appliance repair, pumps, backflow devices, equipment and prevention.

**Proposed Discipline:** Plumbing

**Proposed Need/Justification Statement:**

This course prepares students to work in various building construction industries as state-registered apprentices.

**To which Degree(s) or Certificate(s) would this course potentially be added?**

None. Future plan is to have this course apply towards a Certificate.

**Comments & Other Relevant Information for Discussion:**

None

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**Instruction Office:**

Date presented at CCC:

Number assigned:

Date number assigned/notification:

**Foothill College**  
**College Curriculum Committee**  
**New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

**Faculty Author:** Patti Chan

**Proposed Number:** D H 58C

**Proposed Units:** 2

**Proposed Hours:** 2 hours lecture, 1 hour lab/field work per week

**Proposed Transferability:** CSU

**Proposed Title:** Dental Public Health III

**Proposed Catalog Description & Requisites:**

Continuation of DH58B (formerly known as DH63D). Implementation of dental public health program developed in DH58B. Course includes field work to assess and analyze target population, implementation of lesson plans and evaluation of program outcomes. Career options for dental hygienists and scientific presentation formats will also be discussed.

**Proposed Discipline:** Dental Hygiene

**To which Degree(s) or Certificate(s) would this course potentially be added?**

This course is required for AS degree in dental hygiene.

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

no

**Comments & Other Relevant Information for Discussion:**

The current community dental health courses, DH63C and DH63D, will be expanded from 2 quarters to 3 quarters. The total units for the DH63 series is 6 units. The total units for the DH58 series (this will be the new series of 3 quarters) will still be 6 units. Each quarter will be 2 units, so a total of 6 units for 3 quarters. DH63C will be renamed DH58A. DH63D will be renamed DH58B.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

## **Add Descriptions for Certificates of Achievement**

**Contact: Carolyn Holcroft, CCC Co-Chair and Biology faculty member**

Whereas, Foothill College faculty take great care to design certificates to meet specific student needs and employer demands;

Whereas, program descriptions can help counselors attract students to pursue certificates, as well as communicate to students, lawmakers and the public the quality and value of our certificate programs; and

Whereas, many students do not see a counselor in a timely manner if at all, and the online program descriptions are their primary sources of information about the certificates we offer and in absence of a specific description it may not be readily apparent to the student why the certificate is valuable;

Resolved, that Foothill College faculty write distinct descriptions for certificates of achievement; and

Resolved, the online certificate descriptions will include at minimum a statement of intended student audience and a statement identifying the intended outcomes and values of certificate completion.

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** C S 1AH

**Course Title:** Honors Object-Oriented Programming Methodologies In Java

#### Catalog Description:

Systematic introduction to fundamental concepts of computer science through the study of the Java programming language. Coding topics include Java control structures, classes, methods, arrays, graphical user interfaces and elementary data structures. Concept topics include algorithms, recursion, data abstraction, problem solving strategies, code style, documentation, debugging techniques and testing. Honors work emphasizes a deeper study of computer science via discourse, projects and techniques that exercise the powerful tools available to the computer scientist in general, and Java programmers in particular.

#### Are you requesting Stand Alone Approval for the course on a **temporary**, or **permanent** basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

##### **Briefly explain how this course is consistent with one (or more) of these missions:**

This course is consistent with the Primary mission to offer lower division level instruction. It is a course that is intended to serve for the AS degrees in Computer Science and General Studies Science

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended for Transfer
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For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- \_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)
- \_\_\_\_\_ non-degree applicable basic skills course.
- \_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- \_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** Michael Loceff

**Division Curriculum Representative:** KATHLEEN ARMSTRONG

**Date of Approval by Division Curriculum Committee:**

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date:** 1/5/2015\_\_

**Date:** 1/5/2015\_\_

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** C S 2AH

**Course Title:** Honors Object-Oriented Programming Methodologies In C++

#### Catalog Description:

Systematic introduction to fundamental concepts of computer science through the study of the C++ programming language. Coding topics include C++ control structures, objects, global-scope functions, class methods, arrays and elementary data structures. Concept topics include algorithms, recursion, data abstraction, problem solving strategies, code style, documentation, debugging techniques and testing. Honors work emphasizes a deeper study of computer science via discourse, projects and techniques that exercise the powerful tools available to the computer scientist in general, and C++ programmers in particular.

#### Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- ☐ What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:**

This course is consistent with the Primary mission to offer lower division level instruction. It is a course that is intended to serve for the AS degrees in Computer Science and General Studies Science

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended for Transfer

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- \_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)
- \_\_\_\_\_ non-degree applicable basic skills course.
- \_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- \_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Michael Loceff**

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date of Approval by Division Curriculum Committee:**

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date: 1/5/2015** \_\_\_\_\_

**Date: 1/5/2015** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** C S 3A

**Course Title:** Object-Oriented Programming Methodologies In Python

#### Catalog Description:

Systematic introduction to fundamental concepts of computer science through the study of the Python programming language. Coding topics include control structures, functions, classes, string processing, lists, tuples, dictionaries, working with files, and elementary graphics. Concept topics include algorithms, recursion, data abstraction, problem solving strategies, code style, documentation, debugging techniques and testing.

**Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?**

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- ☐ What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

**The Curriculum Committee must evaluate this application based on the following five criteria:**

#### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:**

This course is consistent with the Primary mission to offer lower division level instruction. It is a course that is intended to serve for the AS degrees in Computer Science and General Studies Science



**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended for Transfer
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- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

\_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)

\_\_\_\_\_ non-degree applicable basic skills course.

\_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

\_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

\_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

\_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Michael Loceff**

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date of Approval by Division Curriculum Committee:**

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date: 1/5/2015** \_\_\_\_\_

**Date: 1/5/2015** \_\_\_\_\_

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## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

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**Course #:** C S 21B

**Course Title:** Intermediate Python Programming

#### Catalog Description:

This course builds on the student's prior knowledge of the Python programming language by offering a more in-depth and advanced approach to building effective Python applications. Specific topics include user interfaces, networked applications, databases, multithreading and regular expressions. The course reinforces object oriented design, thorough documentation, testing and conventional programming style.

#### Are you requesting Stand Alone Approval for the course on a **temporary**, or **permanent** basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

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**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
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##### Briefly explain how this course is consistent with one (or more) of these missions:

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**Criteria B. – Need**

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This course is intended for Transfer
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**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- \_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)
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**Criteria D. -- Adequate Resources (please initial as appropriate)**

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Michael Loceff**

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date of Approval by Division Curriculum Committee:**

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date: 1/5/2015**\_\_

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## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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**Course #:** C S 50B

**Course Title:** ROUTING AND SWITCHING ESSENTIALS (CCNA)

#### Catalog Description:

This course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and inter- VLAN routing in both IPv4 and IPv6 networks. This course is preparation for the CCENT and CCNA certification exams. This course describes the architecture, components, and operations of routers, and explains the principles of routing and routing protocols. Students will be given the opportunity to configure a router for basic and advanced functionality. Students will be able to configure and troubleshoot routers and resolve common issues with RIPv1, RIPv2, EIGRP, and OSPF in both IPv4 and IPv6 network.

#### Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
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#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

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**Briefly explain how this course is consistent with one (or more) of these missions:**

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**Criteria B. – Need**

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This course is intended for Transfer

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- Job advertisements, from newspapers or the Internet
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**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
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**Criteria D. -- Adequate Resources (please initial as appropriate)**

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Michael Loceff**

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date of Approval by Division Curriculum Committee:**

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date: 1/5/2015**\_\_

**Date: 1/5/2015**\_\_

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## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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**Course #:** C S 50C

**Course Title:** SCALING LOCAL AREA NETWORKS (CCNA)

#### Catalog Description:

This course describes the architecture, components, and operations of routers and switches in larger and more complex networks. Students learn how to configure routers and switches for advanced functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, and STP in both IPv4 and IPv6 networks. Students will also develop the knowledge and skills needed to implement a WLAN in a small-to-medium network.

#### Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
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##### Criteria A. -- Appropriateness to Mission

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##### **Briefly explain how this course is consistent with one (or more) of these missions:**

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**Criteria B. – Need**

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This course is intended for Transfer

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**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

\_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

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**Criteria D. -- Adequate Resources (please initial as appropriate)**

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**Faculty Requestor: Michael Loceff**

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date of Approval by Division Curriculum Committee:**

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date: 1/5/2015**\_\_

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## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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**Course #:** C S 53A

**Course Title:** CYBERSECURITY FUNDAMENTALS

#### Catalog Description:

The course covers the fundamental aspects of computer and network security as it pertains to policy deployment and network defense. Core topics include cryptography, public key infrastructure, standards and protocols, physical security, infrastructure security, remote access, messaging, intrusion detection and system baselines. Industry-specific topics include certifications for CompTIA's Security+, ISC2, SSCP.

#### Are you requesting Stand Alone Approval for the course on a **temporary**, or **permanent** basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
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##### Criteria A. -- Appropriateness to Mission

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**Criteria B. – Need**

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**Faculty Requestor: Michael Loceff**

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date of Approval by Division Curriculum Committee:**

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## FOOTHILL COLLEGE

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**Course #:** C S 53B

**Course Title:** FIREWALLS & THREAT MANAGEMENT

#### Catalog Description:

The course is a survey of topics in field of firewall, advanced threats and their characteristics. Students will learn how to manage Firewalls and advanced threats using security policies, profiles and signatures to protect networks against emerging threats.

**Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?**

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**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- \_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)
- \_\_\_\_\_ non-degree applicable basic skills course.
- \_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- \_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Michael Loceff**

**Date: 1/5/2015**\_\_

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date: 1/5/2015**\_\_

**Date of Approval by Division Curriculum Committee:**

**Date:** \_\_\_\_\_

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** C S 53C

**Course Title:** ETHICAL HACKING

#### Catalog Description:

This course surveys current techniques used by malicious hackers to attack computers and networks, and it develops the defenses that security professionals use to defend Windows and Linux systems from such attacks. Topics will be presented in the context of legal restrictions and ethical guidelines. The student will perform hands-on labs, playing the role of both attacker and defender, using port scans, footprinting, buffer overflow exploits, SQL injection, privilege escalation, Trojans, and backdoors.

#### Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- ☐ What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

##### **Briefly explain how this course is consistent with one (or more) of these missions:**

This course is consistent with the Primary mission to offer lower division level instruction. It is a course that is intended to serve for the AS degrees in Computer Science and General Studies Science

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended for Transfer

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

\_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)

\_\_\_\_\_ non-degree applicable basic skills course.

\_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

\_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

\_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

\_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Michael Loceff**

**Date: 1/5/2015**\_\_

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date: 1/5/2015**\_\_

**Date of Approval by Division Curriculum Committee:**

**Date:** \_\_\_\_\_

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** C S 53D

**Course Title:** INTRODUCTION TO COMPUTER FORENSICS

#### Catalog Description:

This course provides an overview of the forensic rules-of-evidence, evidence integrity, factual reporting, and the role of expert opinion in legal proceedings. The course is appropriate for students from information technology-related field. No previous experience in computer forensics is required. All students must agree with and sign the CyberSecurity Institute Code of Ethics and Conduct.

#### Are you requesting Stand Alone Approval for the course on a **temporary**, or **permanent** basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

##### Briefly explain how this course is consistent with one (or more) of these missions:

This course is consistent with the Primary mission to offer lower division level instruction. It is a course that is intended to serve for the AS degrees in Computer Science and General Studies Science

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended for Transfer
--------------------------------------

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- \_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)
- \_\_\_\_\_ non-degree applicable basic skills course.
- \_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- \_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Michael Loceff**

**Date: 1/5/2015**\_\_

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date: 1/5/2015**\_\_

**Date of Approval by Division Curriculum Committee:**

**Date:** \_\_\_\_\_

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** C S 56B

**Course Title:** IT ESSENTIALS

#### Catalog Description:

This course provides an overview of the forensic rules-of-evidence, evidence integrity, factual reporting, and the role of expert opinion in legal proceedings. The course is appropriate for students from information technology-related field. No previous experience in computer forensics is required. All students must agree with and sign the CyberSecurity Institute Code of Ethics and Conduct.

#### Are you requesting Stand Alone Approval for the course on a **temporary**, or **permanent** basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

##### Briefly explain how this course is consistent with one (or more) of these missions:

This course is consistent with the Primary mission to offer lower division level instruction. It is a course that is intended to serve for the AS degrees in Computer Science and General Studies Science



**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended for Transfer
--------------------------------------

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

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- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- \_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)
- \_\_\_\_\_ non-degree applicable basic skills course.
- \_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- \_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Mike Murphy**

**Date: 1/5/2015\_\_**

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date: 1/5/2015\_\_**

**Date of Approval by Division Curriculum Committee:**

**Date: \_\_\_\_\_**

**College Curriculum Co-Chairperson: \_\_\_\_\_**

**Date: \_\_\_\_\_**

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

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**Course #:** C S 85A

**Course Title:** RUBY & FUNCTIONAL PROGRAMMING

#### Catalog Description:

The course is an introduction to functional programming languages using Ruby as an educational and practical development environment. Students will learn how to create programs that use the functional paradigm while obeying the object-oriented structure inherent in the language. Many examples and topics will be covered including database-driven web applications using the Rails framework.

#### Are you requesting Stand Alone Approval for the course on a **temporary**, or **permanent** basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

##### Briefly explain how this course is consistent with one (or more) of these missions:

This course is consistent with the Primary mission to offer lower division level instruction. It is a course that is intended to serve for the AS degrees in Computer Science and General Studies Science

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended for Transfer
--------------------------------------

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- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- \_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)
- \_\_\_\_\_ non-degree applicable basic skills course.
- \_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- \_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Michael Loceff**

**Date: 1/5/2015**\_\_

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date: 1/5/2015**\_\_

**Date of Approval by Division Curriculum Committee:**

**Date:** \_\_\_\_\_

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

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**Course #:** CHEM 9

**Course Title:** Chemistry of Cooking

#### Catalog Description:

This course will use kitchen science and cooking to introduce fundamental principles of chemistry. Concepts include atomic theory; stoichiometry; acid-base reactions; the molecular structure of food compounds; heat transfer and cooking methods; egg foams, protein structure and denaturation; gas laws; pressure cooking and the Maillard reaction for meats; the molecular basis of aroma and flavor; sauces and viscosity; chemical reactions involved in baking; caramelization of sugars and crystallization in chocolate. Laboratory experiments will utilize both common chemistry instrumentation and kitchen equipment.

#### Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- ☐ What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

##### Briefly explain how this course is consistent with one (or more) of these missions:

This course is consistent with the Primary mission to offer lower division level instruction. It is a

course that is intended to serve for the AS degree in Chemistry or to serve Transfer students as either a General Education Science course for non-science majors or as an introductory College level Chemistry course for Science majors.

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended for Transfer

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

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- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- \_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)
- \_\_\_\_\_ non-degree applicable basic skills course.
- \_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- \_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: VICTOR TAM**

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date of Approval by Division Curriculum Committee:**

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date: 1/5/2015** \_\_\_\_\_

**Date: 1/5/2015** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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**Course #:** ENGR 11

**Course Title:** PROGRAMMING & PROBLEM-SOLVING IN MATLAB

#### Catalog Description:

This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based problem-solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object-oriented programming, numerical analysis, and data structures. Examples and assignments in the course are drawn from practical applications in engineering, physics, and mathematics.

#### Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- ☐ What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

##### Briefly explain how this course is consistent with one (or more) of these missions:

This course is consistent with the Primary mission to offer lower division level instruction. It is a course that is intended to serve for the AS degrees in Engineering and General Studies Science

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended for Transfer

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

\_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

\_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)

\_\_\_\_\_ non-degree applicable basic skills course.

\_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

\_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

\_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

\_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: Sarah Parikh**

**Date: 1/5/2015**\_\_

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date: 1/5/2015**\_\_

**Date of Approval by Division Curriculum Committee:**

**Date:** \_\_\_\_\_

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Approved 4/30/13

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** MATH 1AH

**Course Title:** CALCULUS I HONORS

#### Catalog Description:

An introductory differential calculus class including limits, derivatives and their applications to curve sketching, families of functions, and optimization. Honors work emphasizes a deeper study of differential calculus via the study of proofs using analytic techniques, real-world problems, and special applied projects.

#### Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- \_\_\_\_\_ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- X\_\_\_\_\_ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

##### Briefly explain how this course is consistent with one (or more) of these missions:

This course is consistent with the Primary mission to offer lower division level instruction. It is a course that is intended to serve for the AS degrees in Mathematics and General Studies Science



**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended for Transfer
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For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- \_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)
- \_\_\_\_\_ non-degree applicable basic skills course.
- \_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- \_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: ZACH CEMPELLIN**

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date of Approval by Division Curriculum Committee:**

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date: 1/5/2015** \_\_\_\_\_

**Date: 1/5/2015** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** MATH 1AHP

**Course Title:** CALCULUS I HONORS SEMINAR

#### Catalog Description:

An honors seminar linked to MATH 1AH. In this course, students will explore a multitude of advanced problems from the calculus I honors course, including proofs of limit laws, differentiation rules, and corresponding theorems concerning the behavior of differentiable functions. As the calculus I honors course will require students to submit typed technical solutions to applied problems, this seminar will support students in learning how to use mathematical typesetting software. Best practices for mathematical writing will also be discussed.

#### Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- ☐ What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:**

This course is consistent with the Primary mission to offer lower division level instruction. It is a course that is intended to serve for the AS degrees in Mathematics and General Studies Science

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

#### Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended for Transfer

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

#### Criteria C. -- Curriculum Standards (please initial as appropriate)

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- \_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)
- \_\_\_\_\_ non-degree applicable basic skills course.
- \_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- \_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

#### Criteria D. -- Adequate Resources (please initial as appropriate)

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

#### Criteria E. – Compliance (please initial as appropriate)

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Zach Cembellin

Date: 1/5/2015\_\_

Division Curriculum Representative: KATHLEEN ARMSTRONG

Date: 1/5/2015\_\_

Date of Approval by Division Curriculum Committee:

Date: \_\_\_\_\_

College Curriculum Co-Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** PSE 151

**Course Title:** MATH STUDY SKILLS FOR PASS THE TORCH MEMBERS

#### Catalog Description:

Individualized guidance to support students in the Pass the Torch Program. Topics include program expectations for Math study teams, utilizing campus resources, understanding how the brain learns, selecting a study environment, reading and studying using math text books, test preparation, and coping with test anxiety. Intended for students matched in Pass the Torch math study teams as a member for the first time.

#### Are you requesting Stand Alone Approval for the course on a **temporary**, or **permanent** basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- ☐ What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

##### Briefly explain how this course is consistent with one (or more) of these missions:

This course is consistent with the secondary mission to offer remedial instruction. It is a course that is intended to assist students in need of support in promotion to postsecondary courses

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is intended as remedial instruction for students in need of support in promotion to the postsecondary level

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- \_\_\_\_\_ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- \_\_\_\_\_ This is a non-degree applicable credit course (specify which one, below)
- \_\_\_\_\_ non-degree applicable basic skills course.
- \_\_\_\_\_ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- \_\_\_\_\_ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

- \_\_\_\_\_ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- \_\_\_\_\_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor: NICOLE GRAY**

**Division Curriculum Representative: KATHLEEN ARMSTRONG**

**Date of Approval by Division Curriculum Committee:**

**College Curriculum Co-Chairperson:** \_\_\_\_\_

**Date: 1/5/2015**\_\_

**Date: 1/5/2015**\_\_

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:** VT66

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**Course Title:** EXOTIC ANIMAL CARE

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#### Catalog Description:

Basic understanding of the care, husbandry, clinical procedures, and medical concerns of rabbits, ferrets, guinea pigs, chinchillas, small rodents, birds, snakes, lizards, turtles. Emphasis on clinically relevant materials and activities. Designed for senior students in the Veterinary Technology Program.

#### Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- ☐ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☒ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

AS degree in veterinary technology

- ☐ What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

Already existing program: Veterinary Technology

**NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

#### The Curriculum Committee must evaluate this application based on the following five criteria:

##### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:**

Our accrediting body, the American Veterinary Medical Association, requires that we teach a dedicated class on exotics to better prepare our students for the workplace. This also supports mission 1, by improving our academic and vocational instruction.

**NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

**Criteria B. – Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Second year course in exotic animal husbandry and nursing. Meets the need for specific education and training related to avian and exotic species as part of the Veterinary Technology AS Degree Program.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

**Please attach appropriate evidence to this application form.**

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

- X   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- This is a non-degree applicable credit course (specify which one, below)
- non-degree applicable basic skills course.
- course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

**Criteria D. -- Adequate Resources (please initial as appropriate)**

- X   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

**Criteria E. – Compliance (please initial as appropriate)**

- X   The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** LISA A ESHMAN, DVM\_\_\_\_\_

**Date:** 1/15/15

Approved 4/30/13

**FOOTHILL COLLEGE**

**Division Curriculum Representative:** RACHELLE CAMPBELL \_\_\_\_\_ **Date:** 1/15/15

**Date of Approval by Division Curriculum Committee:** \_\_\_\_\_ **Date:** 10/31/14

**College Curriculum Co-Chairperson:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Policy on Course Currency**

Background/Issue

There exists a reasonable expectation of current and prospective students, the State Chancellor's Office and the general public that Foothill College offer all the courses published in our college catalog with some regularity. All published materials should accurately reflect our programs and course offerings.

There can be serious consequences for transfer students when courses that are listed in our catalog are not offered. Receiving universities may deny transfer students admission for not completing articulated lower division major requirements regardless of whether the courses were offered or not, during their enrollment.

ACCJC Accreditation Standards call for courses to be reviewed for currency and offered to assist student completion:

Standard IIA6 - The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Standard IIA16 - The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Policy

Courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee.

Procedures

On February 1st, the Office of Instruction will publish and forward to the Division Curriculum Committees a list of courses that have not been taught **scheduled** in the previous 4 years.

Division Curriculum Committee representatives should discuss the list with division faculty and the Dean and follow the "Procedure for Course Deactivation/Reactivation" to deactivate the courses as appropriate.

If the Division Curriculum Committee determines that a course should remain active, justification for retaining the course should be forwarded to the College Curriculum Committee with identification of the next quarter(s) in which it may be scheduled and a plan developed in consultation with the Dean for a regular cycle of offering. The College

Curriculum Committee will consider this information to determine if an exemption of the course from the Currency Policy be approved.

Courses not approved for continuance will be forwarded to the Curriculum Coordinator for deactivation and removed from the catalog for the following year.

Draft

## **Procedure for Course Deactivation/Reactivation**

(CCC approved 11/30/10)

### **Deactivation:**

1. Deactivation of a course must be agreed upon by the Division Curriculum Committee and be documented in the Division CC Minutes. If the course is a transferable course, you must also notify the Articulation Officer before proceeding.
2. The faculty owner/author must determine whether the course is used as a requirement or elective for a degree or certificate from another division, or if the course is a current GE course\*. If so, the appropriate division curriculum reps and dean must be notified of the planned deactivation BEFORE proceeding.
3. Deactivation may be done in one of two ways:
  - a. The faculty owner/editor of the course may edit the outline in the C3MS by changing the "Course Status" to Inactive and forwarding the course through the division's normal approval process or
  - b. The faculty owner/editor or the Division CC Rep may email the Division CC Minutes to the Instruction Office Administrative Assistant giving directions to inactivate the course. Please remember to indicate which quarter the course will no longer be taught (i.e. the effective date).
4. The Division Curriculum Rep must report the deactivation to CCC.
5. The Curriculum Coordinator updates the online Catalog and Banner for the quarter indicated.
6. Deactivated courses will be held in the C3MS as "Inactive."
7. Please be aware that inactive courses:
  - a. will continue to appear in the faculty's access list,
  - b. will **not** print in any Catalog or Schedule,
  - c. may be viewed by anyone with access to the C3MS,
  - d. may be held "dormant" for three years, after which time they will be RETIRED from the current C3MS but will ALWAYS remain in the archive. Archived records can be accessed by the Instruction Office at any time, upon request.

### **Reactivation:**

1. A course is eligible for reactivation once it has been inactive for at least three quarters. If the division feels that there is a compelling reason to reactivate a course in a period less than the three quarters, a formal request must be made to the CCC.
2. Reactivation must be approved by the Division Curriculum Committee and be documented in the Division CC Minutes.
3. Upon reactivation, the course must also be resubmitted for articulation if the intent is for the course to be transferable.
4. After division approval, the Division Curriculum Representative must notify the CCC.
5. Upon receiving the Division CC minutes documenting the approval, the Curriculum Coordinator will contact the faculty author to arrange the reactivation. The retired outline(s) will be sent to the faculty as a PDF or a Word document (faculty preference), the faculty will be given editing access to that course number(s), and they may copy and paste the information into the outline template as appropriate.
6. The course(s) will then follow the regular approval process through the C3MS.

## C-ID Update

- There are currently 281 approved C-ID descriptors available.
- There are an additional 18 C-ID descriptors in the process of becoming final (e.g. biotechnology, EMT, engineering, chemistry, public health science)
- Foothill College has:
  - 140 approved courses for C-ID descriptors
  - 7-denied or conditionally approved courses for descriptors. More were denied and revised then resubmitted.
  - 44 courses still under review for descriptors (some have been in the review queue for four years.)
- 52+: Number of descriptors for which there are currently no comparable Foothill College courses in disciplines such as administration of justice, agriculture, film production, geology, journalism, etc.
- Remaining courses for which we plan to pursue C-ID approval:
  - Biology sequence
  - Engineering courses (several)
  - Complete list available at: <https://c-id.net/descriptors.html>

### Effective July 1, 2015

Applications for new Associate Degrees for Transfer may not be submitted unless **all courses for which there is a C-ID descriptor already have C-ID approval.**

## C-ID Status Report 1-29-2015

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
ACCT 110	2	ACTG-1A, ACTG-1B	11/6/12	6/1/14	Approved :	06-02-2014
ACCT 120	1	ACTG-1C	2/7/14	6/1/14	Approved :	05-01-2014
AG - EH 108L	2	HORT-21, HORT-22	9/16/10	8/1/12	Submitted	
AG - EH 112L	1	HORT-51A	9/16/10		In Progress	
AG - PS 128L	1	HORT-52A	9/16/10		Submitted	
ANTH 110	1	ANTH -1	9/24/13	6/1/13	In Progress	
ANTH 110	1	ANTH-1H	9/24/13	6/1/13	In Progress	
ANTH 115L	1	ANTH-1HL	9/24/13	6/1/13	In Progress	
ANTH 115L	1	ANTH-1L	9/24/13	6/1/13	In Progress	
ANTH 120	1	ANTH-2A	11/6/12	8/1/11	Approved :	06-10-2014
ANTH 130	1	ANTH-14	3/4/13	6/1/13	In Progress	
ANTH 150	1	ANTH-8	11/6/12	8/1/11	Approved :	12-20-2014
ARTH 100	1	ART -1	6/4/12	6/1/15	Approved :	01-06-2015
ARTH 110	2	ART -2A, ART-2B	6/4/12	5/15/14	Approved :	05-15-2014
ARTH 110	2	ART -2AH, ART-2BH	11/18/13	6/1/13	Approved :	12-11-2014
ARTH 120	2	ART-2B, ART-2C	12/6/2011; 10/10/2013	6/1/13	In Progress	
ARTH 120	2	ART-2CH, ART-2BH	6/4/12	6/1/15	Re- Submitted	
ARTH 130	1	ART -2F	10/29/12	8/1/12	Approved :	06-18-2014
ARTH 140	1	ART-2D	11/6/12	8/1/12	Approved :	03-16-2014
ARTH 150	1	ART-3	11/6/12	8/1/14	Approved :	01-06-2015
ARTS 100	1	ART-5A	12/6/2011; 11/6/2012	8/1/12	Approved :	09-25-2013

# C-ID Status Report 1-29-2015

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
ARTS 100	2	ART-5A, ART-5AX	12/6/11	12/6/11	Expired	28-Feb-13
ARTS 101	1	ART -5B	11/6/12	8/1/12	In Progress	
ARTS 110	1	ART-4A	11/6/12	8/1/12	Approved: 04-11-2014	
ARTS 110	2	ART-4A, ART-4AX	12/6/11	12/6/11	Expired	30-Oct-14
ARTS 200	2	ART-4D, ART-4E	11/6/12	8/1/12	Re- submitted	
ARTS 205	2	ART -4B, ART-4C	11/6/12	8/1/12	Approved: 10-23-2013	
ARTS 210	2	ART-19A, ART-19B	11/6/12	8/1/12	Approved: 08-05-2013	
ARTS 220	1	GID-38	11/6/12	8/1/11	Approved 1-12-2015	
ARTS 230	1	ART-45A	3/4/13	8/1/12	In Progress	
ARTS 250	1	GID-41	11/6/12	8/1/12	In Progress	
ARTS 260	1	PHOT-5	11/20/12	8/1/10	In Progress	
ARTS 260	1	PHOT-1	12/2/12	8/1/12	In Progress	
ARTS 270	2	ART -20A, ART-20B	12/2/12	8/1/09	In Progress	
BIOL 115S	3	BIOL -40A, BIOL-40B, BIOL-40C	11/7/13	6/1/13	Approved: 11-16-2014	
BUS 110	1	BUSI-22	1/4/12	6/4/12	Approved: 06-04-2012	
BUS 115	1	BUSI-53A	3/4/13	6/1/13	Approved: 07-01-2013	
BUS 120	1	BUSI -18	1/4/12	3/1/13	Approved: 03-01-2013	
BUS 125	1	BUSI-19	1/4/12		Not Approved	1-Mar-14
BUS 140	1	BUSI -11	12/6/12	8/1/12	Approved: 06-11-2013	

# C-ID Status Report 1-29-2015

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
CDEV 100	2	CHLD -1, CHLD-2	12/6/12	1/1/14	Approved: 01-08-2014	
CDEV 110	1	CHLD-88	12/6/12	1/1/14	Approved: 01-01-2014	
CHEM 106B	1	CHEM-20	3/4/13	6/1/13	Approved: 03-27-2014	
CHEM 120S	3	CHEM-1A, CHEM-1B, CHEM-1C	12/6/2011; 12/4/2013	8/1/11	Approved: 03-27-2014	
CHEM 160S	3	CHEM-12B, CHEM-12C, CHEM -12A	12/6/11	5/30/13	Approved: 05-30-2013	
COMM 110	1	COMM-1A	10/20/10	10/19/10	Approved: 10-19-2010	
COMM 110	1	COMM-1AH	3/4/13	8/1/12	Conditional: due 11-21- 2014	21-Nov-14
COMM 110	1	COMM-1AH	12/8/14	6/1/14	Conditional: due 1-12- 2016	
COMM 120	1	COMM-1B	10/20/10	5/29/13	Approved: 05-29-2013	
COMM 120	1	COMM-1BH	3/4/13	6/1/14	Approved: 12-11-2014	
COMM 130	1	COMM-2	10/20/10	2/26/13	Approved: 02-26-2013	
COMM 140	1	COMM-4	10/20/10	1/30/13	Approved: 01-30-2013	
COMM 150	1	COMM-12	10/20/10	1/16/13	Approved: 01-16-2013	
COMM 160B	1	COMM-54B	12/8/14	6/1/15	Approved 1-26-15	
COMM 170	1	COMM-54C	6/28/13	6/1/13	Conditional: due 07-19- 2015	19-Jul-15
COMM 180	1	COMM-3	3/4/13	6/1/15	Approved 1-15-2015	
COMP 122	1	C S -1A	7/1/13	6/1/13	Approved: 08-11-2013	
COMP 122	1	C S -2A	7/1/13	6/1/13	Approved: 08-11-2013	

# C-ID Status Report 1-29-2015

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
COMP 132	2	C S -2B, C S - 2C	3/6/13	6/1/13	Approved: 06-02-2013	
COMP 132	1	C S-1M	6/25/13	6/1/13	Approved: 08-11-2013	
COMP 132	2	C S-1B, C S- 1C	3/9/2013; 11/21/2014	1/1/14	Approved: 12-29-2014	
COMP 142	1	C S -10	3/4/13	6/1/13	Approved: 06-02-2013	
COMP 152	1	MATH-22	6/25/13	6/1/13	Approved: 08-11-2013	
COMP 152	1	C S-18	6/25/13	6/1/13	Approved: 10-20-2013	
ECE 120	1	CHLD-56N	5/24/12		Approved: 08-20-2012	
ECE 130	1	CHLD-89	5/24/2012; 2/25/2014	6/1/14	Approved: 05-06-2014	
ECE 200	1	CHLD-56	5/24/2012; 12/6/2013	1/1/14	Approved: 01-13-2014	
ECE 210	1	CHLD-86B	5/24/2012; 12/6/2013	1/1/14	Approved: 01-13-2014	
ECE 220	1	CHLD-95	2/25/14	6/1/14	Approved: 04-29-2014	
ECE 230	1	CHLD-51A	11/6/12	1/1/14	Approved: 12-18-2013	
ECON 201	1	ECON-1B	11/6/12	6/1/14	Approved: 04-10-2014	
ECON 202	1	ECON-1A	11/6/12	6/1/14	Approved: 04-10-2014	
ENGL 100	1	ESLL-26	6/20/13	6/1/13	Approved: 02-13-2014	
ENGL 100	2	ENGL-1S, ENGL-1T	10/24/13	8/1/12	Approved: 03-16-2014	
ENGL 100	1	ENGL-1A	12/13/12	6/1/12	Approved: 04-15-2013	
ENGL 100	1	ENGL-1AH	12/13/12	6/1/12	Approved: 04-15-2013	
ENGL 105	1	ENGL-1B	12/13/12	6/1/10	Approved: 06-15-2013	
ENGL 105	1	ENGL-1BH	12/13/12	6/1/09	Approved: 06-15-2013	



# C-ID Status Report 1-29-2015

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
ENGL 110	1	ENGL-1BH	12/16/14	6/1/14	Approved 1-16-2015	
ENGL 110	1	ENGL-1B	4/16/13	6/1/13	Not Approved	22-Oct-14
ENGL 110	1	ENGL-1BH	4/16/13	6/1/13	Not Approved	22-Oct-14
ENGL 110	1	ENGL-1B	12/16/14	6/1/14	Re- submitted; In Progress	
ENGL 120	1	ENGL-1CH	12/16/14	6/1/15	Approved 1-21-2015	
ENGL 120	1	ENGL-16	12/7/12	8/1/12	Approved: 06-15-2013	
ENGL 120	1	ENGL-1C	12/16/14	6/1/15	Not approved 1- 24-2015; under appeal	
ENGL 130	1	ENGL-48A	3/4/13	6/1/13	Approved: 08-29-2013	
ENGL 135	2	ENGL-48B, ENGL-48C	3/4/13	6/1/13	Approved: 10-22-2013	
ENGL 140	1	ENGL-47A	2/7/14	6/1/14	Approved: 04-27-2014	
ENGL 145	1	ENGL-47B	2/7/14	6/1/14	Approved: 04-27-2014	
ENGL 160	1	ENGL-46A	12/10/12	8/1/11	Approved: 04-07-2013	
ENGL 165	2	ENGL-46B, ENGL-46C	12/10/12	6/1/11	Approved: 03-11-2013	
ENGL 180	1	ENGL-8	11/6/12	8/1/11	Approved: 04-15-2013	

# C-ID Status Report 1-29-2015

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
ENGL 200	1	CRWR-6	12/10/12	8/1/12	Approved : 07-17-2013	
GEOG 115	1	GEOG -1	10/1/12	7/1/10	Approved : 04-10-2013	
GEOG 120	1	GEOG-2	10/1/12	1/1/11	Approved : 01-16-2013	
GEOG 125	1	GEOG-10	10/1/12	1/1/11	Approved : 01-16-2013	
GEOG 140	1	GEOG -9	12/16/14	6/1/15	Approved 1-24-2015	
GEOG 140	1	GEOG -9	10/1/12	7/1/12	Not Approved	16-Jan-14
GEOG 155	1	GEOG-12	9/24/13	6/1/13	Approved : 02-13-2014	
GEOG 155	1	GEOG-12	10/1/12	1/1/11	Approved : 11-24-2012	
HIST 130	2	HIST-17A, HIST-17B	12/3/13	6/1/13	In Progress	
HIST 140	2	HIST-17B, HIST-17C	6/16/11	6/1/13	Re- Submitted	
HIST 170	2	HIST-4A, 4B	6/16/11		Approved 1-28-2015	
HIST 180	2	HIST-4B, 4CH	6/16/11		Approved 1-28-2015	
HIST 180	2	HIST-4B, 4C	6/16/11		Approved 1-28-2015	
ITIS 120	1	BUSI-11	3/4/13	6/1/13	Approved : 06-17-2013	
ITIS 120	1	BUSI-91L	3/4/13	8/1/12	Not Approved CoR	23-May-14
KIN 100	1	KINS-1	3/4/13	6/1/13	Approved : 04-02-2013	
KIN 101	1	HLTH-55	12/14/12	8/1/12	Approved : 01-24-2013	
MATH 110	1	MATH-10	3/4/13	8/1/14	Approved : 12-06-2014	
MATH 110	1	PSYC-7	10/6/14	8/1/12	In Progress	

# C-ID Status Report 1-29-2015

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
MATH 110	1	SOC-7	10/6/14	8/1/12	In Progress	
MATH 110	2	MATH 217 & MATH 57	3/21/14	7/1/13	In progress	
MATH 130	1	MATH-11	3/4/13	8/1/12	Conditional : due 12-18- 2015 Will Re- submitted: waiting for final COR TO RESUBMIT	18-Dec-15
MATH 130	1	MATH -11	1/7/15	7/1/15		
MATH 140	1	MATH-12	1/31/14	6/1/13	In Progress	
MATH 160	1	MATH-22	3/4/13	6/1/13	In Progress	
MATH 210	2	MATH-1A, MATH-1B	3/11/13	6/1/13	Conditional : due 12-18- 2015	18-Dec-15
MATH 210	2	MATH-1A, 1B	1/7/15	7/1/15	Re- submitted Conditional :	
MATH 220	2	MATH-1B, MATH-1C	3/11/13	6/1/13	due 12-18- 2015	18-Dec-15
MATH 220	2	MATH -1B; 1C	1/7/15	7/1/15	Re- submitted	
MATH 230	2	MATH-1C, MATH-1D	12/6/11	12/6/11	Expired	28-Feb-13
MATH 230	2	MATH-1C, MATH-1D	3/11/13	6/1/14	Re- Submitted	
MATH 240	1	MATH-2A	12/6/11	12/6/11	Expired	28-Feb-13
MATH 240	1	MATH-2A	3/11/13	6/1/15	Re- Submitted	
MATH 250	1	MATH-2B	3/11/13	6/1/13	Approved : 02-21-2014	
MATH 250	1	MATH-2B	12/6/11	12/6/11	Expired	28-Feb-13

# C-ID Status Report 1-29-2015

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
MATH 900S	3	MATH-1B, MATH-1C, MATH-1A	3/11/13	8/1/14	Approved : 12-08-2014	
MATH 900S	3	MATH-1A, MATH-1B, MATH-1C	12/6/11	12/6/11	Expired	28-Feb-13
MUS 100	1	MUS-1	3/6/13	8/1/12	Approved : 07-25-2013	
MUS 110	1	MUS-10	3/6/13	6/1/13	Approved : 07-25-2013	
MUS 120	1	MUS -3A	3/6/13	8/1/12	Approved : 07-25-2013	
MUS 125	1	MUS-3A	3/6/13	8/1/12	In Progress	
MUS 130	1	MUS-3B	3/6/13	8/1/12	Approved : 07-25-2013	
MUS 140	1	MUS-3C	3/6/13	8/1/12	In Progress	
MUS 150	1	MUS-3C	3/6/13	8/1/12	Approved : 07-25-2013	
NUTR 110	1	BIOL-45	12/16/14	6/1/14	Submitted	
PHIL 100	1	PHIL-4	12/14/12	6/1/13	Approved : 12-26-2013	
PHIL 120	1	PHIL-8	12/14/12	8/1/11	Approved : 01-05-2013	
PHIL 130	1	PHIL-20A	12/14/12	6/1/13	Approved : 02-03-2014	
PHIL 130	1	PHIL-20A	2/13/13	1/1/13	Approved : 03-13-2013	
PHIL 140	1	PHIL-20B	12/14/12	8/1/11	Approved : 02-23-2013	
PHIL 210	1	PHIL-7	12/14/12	8/1/11	Approved : 02-06-2013	
PHYS 100S	3	PHYS-2A, PHYS -2B, PHYS-2C	12/3/13	6/1/11	Approved : 01-13-2014	
PHYS 105	2	PHYS-2A, PHYS-2B	6/3/14	8/1/11	Approved : 09-20-2014	

# C-ID Status Report 1-29-2015

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
PHYS 110	2	PHYS-2B, PHYS-2C	12/3/13	6/1/13	Approved :	01-13-2014
PHYS 200S	4	PHYS-4A, PHYS-4B, PHYS-4C, PHYS-4D	12/4/12	8/1/11	Approved :	02-13-2013
PHYS 200S	5	PHYS-5A, PHYS-5B, PHYS-5C, PHYS-4C, PHYS-4D	12/4/12	8/1/12	Approved :	02-13-2013
PHYS 205	1	PHYS-4A	12/4/12	8/1/11	Approved :	02-13-2013
PHYS 205	2	PHYS-5A, PHYS-5B	12/4/12	8/1/12	Approved :	02-13-2013
PHYS 210	1	PHYS-4B	12/4/12	8/1/11	Approved :	02-13-2013
PHYS 210	2	PHYS-5B, PHYS-5C	12/4/12	8/1/11	Approved :	02-13-2013
PHYS 215	2	PHYS-4C, PHYS-4D	12/4/12	8/1/11	Approved :	02-13-2013
POLS 110	1	POLI-1	11/14/12	6/1/14	Re- Submitted	
POLS 120	1	POLI-3	11/14/12	8/1/11	Approved :	05-06-2014
POLS 120	1	POLI-3H	10/7/13	6/1/13	In Progress	
POLS 130	1	POLI -2	10/7/13	6/1/13	Approved :	12-09-2014
POLS 130	1	POLI-2H	10/7/13	6/1/13	Approved :	12-11-2014
POLS 140	1	POLI-15H	10/7/13	8/1/12	Approved	1-13-2015
POLS 140	1	POLI-15	10/7/13	8/1/12	Approved :	12-17-2014
PSY 110	1	PSYC-1	6/3/2011; 1/23/2014	6/1/13	Approved :	02-03-2014
PSY 120	1	PSYC-25	12/16/2014	6/1/15	Approved :	01-03-2015

# C-ID Status Report 1-29-2015

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
PSY 120	1	PSYC -25	6/3/11		Conditional : due 04-23- 2013	23-Apr-13
PSY 130	1	PSYC-49	5/31/12	6/27/12	Approved : 06-27-2012	
PSY 150	1	PSYC -4	12/16/14	6/1/15	Approved : 01-07-2015	
PSY 150	1	PSYC-4	6/3/11		Conditional : due 03-30- 2013	30-Mar-13
PSY 170	1	PSYC-30	5/31/12	8/21/12	Approved : 08-21-2012	
PSY 180	1	PSYC -40	5/31/12		Conditional : due 06-27- 2013; AWAITING A FINAL COURSE OUTLINE TO RESUBMIT	27-Jun-13
PSY 180	1	PSYC -40	6/3/11		Not Approved	30-Mar-13
PSY 205B	1	PSYC-10	12/16/14	6/1/14	Conditional : due 01-03- 2016	3-Jan-16
PSY 205B	1	PSYC-10	6/3/11		Conditional : due 03-30- 2013	30-Mar-13
SOCI 110	1	SOC-1	11/14/12	8/1/11	Approved : 04-24-2013	
SOCI 110	1	SOC-1	9/29/10		Conditional : due 07-15- 2012	15-Jul-12
SOCI 110	1	SOC-1	12/6/11	12/6/11	Expired	28-Feb-13

## C-ID Status Report 1-29-2015

C-ID Descriptor	#	Course(s)	Submitted Date	Effective Date	Status	Expires
SOCI 115	1	SOC-20	11/14/12	8/1/12	Approved : 06-07-2013	
SOCI 115	1	SOC-20	12/6/11	12/6/11	Expired	28-Feb-13
SOCI 115	1	SOC-20	9/29/10		Not Approved	6-Sep-12
SOCI 120	1	SOC-10	3/4/13	8/1/12	Approved : 04-26-2013	
SOCI 120	1	PSYC-10	3/4/13	8/1/12	Approved : 04-26-2013	
SOCI 125	1	SOC-7	11/14/12	8/1/12	Approved : 04-24-2013	
SOCI 125	1	PSYC-7	11/14/12	8/1/12	Approved : 04-24-2013	
SOCI 130	1	SOC-40	9/29/10	3/8/11	Approved : 03-08-2011	
SOCI 140	1	SOC-28	11/20/12	8/1/12	Approved : 01-25-2013	
SOCI 150	1	SOC-23	9/29/10	9/29/10	Approved : 09-29-2010	
SOCI 160	1	SOC-14	11/20/12	6/1/13	Approved : 02-13-2014	
SPAN 100	2	SPAN-1, SPAN-2	12/7/12	8/1/12	Approved : 08-29-2013	
SPAN 110	2	SPAN-2, SPAN-3	12/7/12	8/1/12	Approved : 09-21-2013	
SPAN 200	2	SPAN-4, SPAN-5	12/7/12	8/1/12	Approved : 04-24-2013	
SPAN 200	1	SPAN-4	12/7/12	8/1/12	Approved : 08-29-2013	
SPAN 210	2	SPAN-4, SPAN-6	12/7/12	8/1/12	Approved : 09-21-2013	
SPAN 220	1	SPAN-10A	3/4/13	6/1/13	Re- Submitted	
THTR 111	1	THTR-1	3/5/13	6/1/13	Approved : 06-25-2013	
THTR 112	1	THTR-1	3/6/13	6/1/13	Approved : 06-03-2013	
THTR 113	2	THTR-2A, THTR-2B	3/5/13	6/1/13	Approved : 06-05-2014	

# C-ID Status Report 1-29-2015

C-ID Descriptor	# Course(s)	Course(s)	Submitted Date	Effective Date	Status	Expires
THTR 114	1	THTR-43A	3/6/13	6/1/13	Approved : 01-16-2014	
THTR 151	1	THTR-20A	3/5/13	6/1/13	Approved : 06-18-2013	
THTR 152	1	THTR-20B	3/5/13	6/1/14	Approved : 06-10-2014	
THTR 171	1	THTR-21A	3/5/13	6/1/13	Approved : 05-29-2013	
THTR 173	1	THTR-27	3/5/13	8/1/12	Approved : 05-29-2013	
THTR 174	1	THTR-25	5/28/14	6/1/14	Approved : 06-11-2014	
THTR 174	1	THTR-25	3/5/13	8/1/12	Conditional : due 05-23- 2014	23-May-14
THTR 175	1	THTR-40A	3/5/13	8/1/12	Approved : 05-23-2013	
THTR 191	1	THTR-49A	3/6/13	6/1/13	Approved : 05-29-2013	
THTR 192	1	THTR-99A	3/6/13	6/1/13	Approved : 05-29-2013	



## **ASCCC Resolutions Related to AP Credit**

### **Adopt and Publicize California Community College General Education Advanced Placement (CCC GE AP) List and Template**

Spring 2009

Resolution Number: 04.01

Contact: [Dave DeGroot](#)

Assigned to : [President](#)

Topic: Articulation and Transfer

Status: Completed

Whereas, Resolution 4.04 S08 "CCC GE Advanced Placement Equivalency" called for the development of a California Community College General Education Advanced Placement (AP) Test Equivalency List for local consideration and potential adoption, and Resolution 4.02 S08 "Standardized Template for Advanced Placement Exam Information," called for the development of a standardized template for the dissemination of AP test equivalency information;

Whereas, In 2008, 2.7 million AP examinations were taken in the United States with California leading the nation with 453,116 examinations (#2 Texas with 270,466, #3 Florida at 235,030 and #4 New York at 200,609), resulting in an ever-increasing number of students arriving on our campuses requesting AP test credit;

Whereas, Title 5 outlines specific general education area requirements that each college must include for the associate degree (Title 5 55063, Minimum Requirements for the Associate Degree), and an increasing number of students are requesting general education credit based on AP test scores; and

Whereas, There is system-wide support voiced by articulation officers for the development of a California community college general education AP test list that is aligned with the CSU GE and IGETC AP test lists;

Resolved, That the Academic Senate for California Community Colleges urge local senates to consider adoption and implementation of the California Community College General Education Advanced Placement (AP) test equivalency list; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to use the proposed "Standardized Template for Advanced Placement Exam Information" to communicate the CCC GE, CSU GE and IGETC AP test lists in college catalogs, schedules, and/or websites.

MSC Disposition: California Intersegmental Articulation Council, Local Senates

#### **Summary:**

Urge local senates to consider adoption and implementation of the California Community College General Education Advanced Placement (AP) test equivalency list; encourage local senates to use the proposed "Standardized Template for Advanced Placement Exam Information" to communicate the CCC GE, CSU GE and IGETC AP test lists in college catalogs, schedules, and/or websites.

#### **Status Report:**

**Correspondence was sent to local senates to urge them to consider adoption of the GE AP test equivalency list**

## College Credit for Advanced Placement (AP) Exams

- The student may earn credit for AP tests with scores of 3, 4 or 5. AP credit can be used to meet IGETC, CSU GE and Foothill A.A. or A.S. general education (GE) and/or major requirements.
- The student is responsible for formally requesting that the College Board send AP exam results to the Foothill College Evaluations Office (12345 El Monte Road, Los Altos Hills, CA 94022-4599) for use on the A.A., A.S. or GE patterns.
- Course credit and units granted at Foothill College may differ from course credit and units granted by a transfer institution.
- Programs noted with an asterisk (\*) are not offered at Foothill College.

College Credit for Advanced Placement (AP) Exams					
Exam	Foothill A.A./ A.S. (Major and/ or GE)	CSU GE	CSU Units Earned toward Transfer	IGETC	UC Units Earned toward Transfer
Art History	Score of 3, 4 or 5 is acceptable for ART 2A credit (Quarter units awarded)	Area C1 or C2 3 semester units	6 semester units	Area 3A or 3B 3 semester units	8 quarter/5.3 semester units
Art (Studio)	No credit awarded	N/A	3 semester units	N/A	8 quarter/5.3 semester units
Biology	No credit awarded	Areas B2 and B3 4 semester units	6 semester units	Area 5B (with lab) 4 semester units	8 quarter/5.3 semester units
Calculus AB	Score of 3: MATH 48C Score of 4 or 5: MATH 1A 5 quarter units	Area B4 3 semester units	3 semester units	Area 2A 3 semester units	4 quarter/2.7 semester units
Calculus BC	Score of 3 or 4: MATH 1A Score of 5: MATH 1A and 1B with Math Department approval. 10 quarter units	Area B4 3 semester units	6 semester units	Area 2A 3 semester units	8 quarter/5.3 semester units
AP Calculus Exam Limitations			Maximum one exam toward transfer		Maximum credit 8 quarter/5.3 semester units for both
Chemistry	Score of 3: Student must take placement test Score of 4: Student may be placed into CHEM 1A. Score of 5: Student may be placed into CHEM 1B without taking CHEM 1A if Chemistry Department approves. Sufficient lab experience required. For placement use only, no units awarded.	Areas B1 and B3 4 semester units	6 semester units	Area 5A (with lab) 4 semester units	8 quarter/5.3 semester units

**College Credit for Advanced Placement (AP) Exams—continued**

Exam	Foothill A.A./ A.S. (Major and/ or GE)	CSU GE	CSU Units Earned toward Transfer	IGETC	UC Units Earned toward Transfer
Chinese Language & Culture	No credit awarded	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
Computer Science A	No credit awarded	N/A	3 semester units	N/A	2 quarter/1.3 semester units
Computer Science AB	No credit awarded	N/A	6 semester units	N/A	4 quarter/2.7 semester units
AP Computer Science Exam Limitations	Maximum 6 semester units for both		Maximum one exam toward transfer		Maximum 4 quarter/2.7 semester units for both
Economics: Macroeconomics	No credit awarded	Area D2 3 semester units	3 semester units	Area 4B 3 semester units	4 quarter/2.7 semester units
Economics: Microeconomics	No credit awarded	Area D2 3 semester units	3 semester units	Area 4B 3 semester units	4 quarter/2.7 semester units
English: Language & Composition	Score of 3, 4 or 5: ENGL 1A 5 quarter units	Area A2 3 semester units	6 semester units	Area 1A 3 semester units	8 quarter/5.3 quarter
5.3-semester units					
English: Literature & Composition	Score of 3, 4 or 5: ENGL 1A 5 quarter units	Areas A2 and C2 6 semester units	6 semester units	Area 1A or 3B 3 semester units	8 quarter units/5.3 semester units
AP English Exam Limitations					8 quarter/5.3 semester units maximum for both
*Environmental Science	No credit awarded	<del>Areas B2 and B3</del> (if completed prior to Fall 2009) OR Areas B1 and B3 (regardless of when completed) 4 semester units	4 semester units	Area 5A (with lab) 3 semester units	4 quarter/2.7 semester units
*French Language	No credit awarded	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
*French Literature	No credit awarded	Area C2 (if completed prior to Fall 2009) 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
*German Language	No credit awarded	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
Government & Politics: Comparative	No credit awarded	Area D8 3 semester units	3 semester units	Area 4H 3 semester units	4 quarter/2.7 semester units
Government & Politics: U.S.	No credit awarded	Areas D8 and US 2 3 semester units	3 semester units	Area 4H 3 semester units	4 quarter/2.7 semester units

College Credit for Advanced Placement (AP) Exams—continued					
Exam	Foothill A.A./ A.S. (Major and/ or GE)	CSU GE	CSU Units Earned toward Transfer	IGETC	UC Units Earned toward Transfer
AP Government & Politics Exam Limitations		Does not fulfill U.S. History, Constitution & American Ideals requirement	Student can satisfy the U.S. History, Constitution & American Ideals requirement after transfer		
History: European	<i>HIST 4A</i> 4 quarter units	Area C2 or D6 3 semester units	6 semester units	Area 3B or 4F 3 semester units	8 quarter/5.3 semester units
History: U.S.	<i>HIST 17A</i> 4 quarter units	Area C2 or D6 3 semester units	6 semester units	Area 3B or 4F 3 semester units	8 quarter/5.3 semester units
History: World	No credit awarded	Area C2 or D6 3 semester units	6 semester units	Area 3B or 4F 3 semester units	8 quarter/5.3 semester units
Human Geography	Score of 4 or 5: <i>GEOG</i> 2 4 quarter units	Area D5 3 semester units	3 semester units	Area 4E 3 semester units	4 quarter/2.7 semester units
*Italian Language & Culture	No credit awarded	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
Japanese Language & Culture	Score of 3 or 4: <i>JAPN 4</i> Score of 5: <i>JAPN 5</i> 5 quarter units	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
*Latin: Virgil	No credit awarded	Area C2 3 semester units	3 semester units	Areas 3B and 6A 3 semester units	4 quarter/2.7 semester units
*Latin: Literature	No credit awarded	Area C2 (if completed prior to Fall 2009) 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	4 quarter/2.7 semester units
Music Theory	Score of 3 or 4: <i>MUS 3A</i> Score of 5: <i>MUS 3B</i> 4 quarter units	Area C1 (if completed prior to Fall 2009) 3 semester units	6 semester units	N/A	8 quarter/5.3 semester units
Physics B	Score of 3 or 4: <i>PHYS 6</i> (proof of lab required) 5 quarter units	B1 and B3	6 semester units	AREA 5A with lab	8 quarter/5.3 semester
Score of 5: <i>PHYS 2A</i> and <i>2B</i> with Physics Department approval (proof of lab required) 10 quarter units	Areas B1 and B3 4 semester units	6 semester units	Area 5A (with lab) 4 semester units	8 quarter/5.3 semester units	
Physics C: Mechanics	Score of 3 or 4: <i>PHYS</i> <i>2A</i> with Physics Department approval (proof of lab required) 5 quarter units				

College Credit for Advanced Placement (AP) Exams—continued					
Exam	Foothill A.A./A.S. (Major and/or GE)	CSU GE	CSU Units Earned toward Transfer	IGETC	UC Units Earned toward Transfer
Score of 5: <i>PHYS 4A</i> with Physics Department approval (proof of lab required) 6 quarter units	Areas B1 and B3 4 semester units	4 semester units	Area 5A (with lab) 3 semester units	4 quarter/2.7 semester units	
Physics C: Magnetism	Score of 3 or 4: <i>PHYS 2A</i> with Physics Department approval (proof of lab required) 5 quarter units				
Score of 5: <i>PHYS 4A</i> with Physics Department approval (proof of lab required) 6 quarter units	Areas B1 and B3 4 semester units	4 semester units	Area 5A (with lab) 3 semester units	4 quarter/2.7 semester units	
AP Physics Exam Limitations			Maximum 4 semester units toward GE and 6 semester units toward transfer		Maximum 8 quarter/5.3 semester units for both
Psychology	Score of 5: <i>PSYC 1</i> 5 quarter units	Area D9 3 semester units	3 semester units	Area 4I 3 semester units	4 quarter/2.7 semester units
Spanish Language	Score 3 or 4: <i>SPAN 4</i> Score 5: <i>SPAN 5</i> 5 quarter units	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
Spanish Literature	Score 3 or 4: <i>SPAN 4</i> Score 5: <i>SPAN 5</i> 5 quarter units	Area C2 3 semester units	6 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester units
Statistics	Score 3, 4 or 5: <i>MATH 10</i> 5 quarter units	Area B4 3 semester units	3 semester units	Area 2 3 semester units	4 quarter/2.7 semester units

**A.A./A.S. DEGREES:** Be aware that if an AP exam credit is evaluated as being equivalent to a Foothill course, e.g. *HIST 4A*, the student who receives AP credit and then completes the equivalent Foothill course will have the unit credit for such duplication deducted prior to being awarded the A.A./A.S. degree. Credit by AP exam is noted and listed first on the student's transcript, with units assigned and no grade.

**CSU GE:** AP exams may be incorporated into the certification of CSU General Education–Breath requirements by any certifying institution. All CSU campuses will accept the minimum units shown and apply them toward fulfillment of the designated General Education–Breath area if the exam is included as part of a full or subject-area certification. Be aware that individual CSU campuses may choose to grant more units than those specified toward completion of General Education–Breath requirements.

**IGETC:** AP exams must be used in the IGETC area indicated regardless of where the certifying California Community College's discipline is located.



## International Baccalaureate Exam Policy

A student may earn credit for successful completion of International Baccalaureate (IB) higher-level subject exams with scores of 5, 6 or 7. IB credit can be used to meet IGETC, CSU GE and Foothill College A.A. or A.S. general education (GE) and/or major requirements as specified in the tables below. The student is responsible for formally requesting that the international baccalaureate organization send exam results to the Foothill College Evaluations Office (12345 El Monte Road, Los Altos Hills, CA 94022-4599 USA). Course units and credits granted at Foothill College may differ from course credit and units granted by a transfer institution.

General Education IB Exam Score Equivalency List		
IB Subject Area	Foothill College General Education Area	Minimum Quarter Units
To earn credit for Foothill GE, the student must earn a score of 5, 6 or 7 on a higher-level IB exam:		
Anthropology HL	Social/Behavioral Sciences	4
Biology HL*	Natural Science	4
Chemistry HL*	Natural Science	4
Geography HL	Social/Behavioral Sciences	4
History (any region) HL	Social/Behavioral Sciences	4
Language A1 (any language) HL	Humanities	4
Language A2 (any language) HL	Humanities	4
Mathematics HL	Communication & Analytical Thinking	4
Theatre HL	Humanities	4
*In addition to a score of 5, 6 or 7 on the higher-level IB exam, the student must have completed the IB diploma program to earn Foothill GE credit in these areas.		
In addition, a score of 5, 6 or 7 on a higher-level IB exam will result in credit for the following Foothill courses:		
Chemistry HL	CHEM 25 or CHEM 30A	4
Physics HL	PHYS 6	4

## CSU GE Credit for CLEP/IB

	<u>Passing Score</u>	<u>Minimum Semester Credits Earned<sup>1</sup></u>	<u>Semester Credits Toward GE Breadth Certification</u>	<u>American Institutions and/or GE Breadth Area<sup>2</sup></u>	<u>Removal Date for GE Breadth<sup>3</sup></u>
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### College-Level Examination Program (CLEP)

CLEP American Government	50	3	3	D8	
CLEP American Literature	50	3	3	C2	
CLEP Analyzing and Interpreting Literature	50	3	3	C2	
CLEP Biology	50	3	3	B2	

CSU Systemwide Credit for External Examinations

As of September 6, 2011

	<u>Passing Score</u>	<u>Minimum Semester Credits Earned<sup>1</sup></u>	<u>Semester Credits Toward GE Breadth Certification</u>	<u>American Institutions and/or GE Breadth Area<sup>2</sup></u>	<u>Removal Date for GE Breadth<sup>3</sup></u>
CLEP Calculus	50	3	3	B4	
CLEP Chemistry	50	3	3	B1	
CLEP College Algebra	50	3	3	B4	
CLEP College Algebra - Trigonometry	50	3	3	B4	
CLEP College Mathematics	50	0	0	n/a	
CLEP English Composition (no essay)	50	0	0	n/a	
CLEP English Composition with Essay	50	0	0	n/a	
CLEP English Literature	50	3	3	C2	
CLEP Financial Accounting	50	3	0	n/a	
CLEP French <sup>7</sup> Level I	50	6	0	n/a	
CLEP French <sup>7</sup> Level II	59	12	3	C2	
CLEP Freshman College Composition	50	0	0	n/a	
CLEP German <sup>7</sup> Level I	50	6	0	n/a	
CLEP German <sup>7</sup> Level II	60	12	3	C2	
CLEP History, United States I	50	3	3	D6+US-1	
CLEP History, United States II	50	3	3	D6+US-1	
CLEP Human Growth and Development	50	3	3	E	
CLEP Humanities	50	3	3	C2	
CLEP Information Systems and Computer Applications	50	3	0	n/a	
CLEP Introduction to Educational Psychology	50	3	0	n/a	
CLEP Introductory Business Law	50	3	0	n/a	
CLEP Introductory Psychology	50	3	3	D9	
CLEP Introductory Sociology	50	3	3	D0	
CLEP Natural Sciences	50	3	3	B1 or B2	
CLEP Pre-Calculus	50	3	3	B4	
CLEP Principles of Accounting	50	3	0	n/a	
CLEP Principles of Macroeconomics	50	3	3	D2	
CLEP Principles of Management	50	3	0	n/a	
CLEP Principles of Marketing	50	3	0	n/a	
CLEP Principles of Microeconomics	50	3	3	D2	
CLEP Social Sciences and History	50	0	0	n/a	
CLEP Spanish <sup>7</sup> Level I	50	6	0	n/a	
CLEP Spanish <sup>7</sup> Level II	63	12	3	C2	
CLEP Trigonometry	50	3	3	B4	
CLEP Western Civilization I	50	3	3	C2 or D6	
CLEP Western Civilization II	50	3	3	D6	
<b>International Baccalaureate (IB)</b>					
IB Biology HL	5	6	3	B2	
IB Chemistry HL	5	6	3	B1	
IB Economics HL	5	6	3	D2	
IB Geography HL	5	6	3	D5	
IB History (any region) HL	5	6	3	C2 or D6	
IB Language A1 (any language) HL	4	6	3	C2	
IB Language A2 (any language) HL	4	6	3	C2	
IB Language B (any language) HL <sup>8</sup>	4	6	0	n/a	
IB Mathematics HL	4	6	3	B4	
IB Physics HL	5	6	3	B1	
IB Psychology HL	5	3	3	D9	
IB Theatre HL	4	6	3	C1	



## **Registered Apprenticeship-College Consortium Frequently Asked Questions (FAQs)**

### **What is the RACC?**

The Registered Apprenticeship-College Consortium is composed of employers, labor-management groups and associations that have Registered Apprenticeship programs (known as sponsors) and two- and four- year postsecondary institutions. Membership also includes state, regional and national organizations that represent sponsors and colleges. RACC members agree to accept the college credit value of the Registered Apprenticeship completion certificate as recommended by a recognized third party evaluator for purposes of facilitating the transfer of credit between Consortium member colleges. The consortium is run by the U.S. Department of Labor and the U.S. Department of Education. Currently, there are thousands of existing articulation agreements between a single college and local Registered Apprenticeship program. The consortium will create a national network of colleges and Registered Apprenticeship sponsors allowing apprenticeship graduates to attend and complete their postsecondary degrees at member colleges.

### **What's the cost?**

Membership is free. There is no cost to join the RACC. Members agree to abide by the **RACC Framework** that outlines goals, principles and criteria for membership and the **RACC Standards of Good Practice** also found on the website, [www.doleta.gov/oa/racc](http://www.doleta.gov/oa/racc)

### **Why should postsecondary institutions and Registered Apprenticeship sponsors join?**

- To strengthen relationships among Registered Apprenticeship and two- and four-year post-secondary institutions nationwide. The two systems are complimentary—the educational component is delivered by postsecondary institutions while Registered Apprenticeship focuses on workplace learning. There are already thousands of articulation agreements among Registered Apprenticeship and postsecondary institutions. The consortium will build on those partnerships.
- To facilitate the development of informed partnerships among Registered Apprenticeship and two- and four-year post-secondary institution stakeholders that recognizes the resources, limits, and requirements of one another's systems.



### Specifically for postsecondary institutions

- Membership will open a new pipeline of highly motivated degree seekers. All individuals who complete a Registered Apprenticeship program have already been through a structured and rigorous program to learn a skilled trade. They will be very likely to complete a degree program.
- Be part of a national network of postsecondary institutions that recognize the value and potential of Registered Apprenticeship as an important national certificate and rigorous prior learning.

### Specifically for Registered Apprenticeship sponsors

- Membership will provide recognition to Registered Apprenticeship programs as rigorous postsecondary education that provides college-level credit.
- Enhance national understanding of and responses to the needs of apprentices as another working student population and advance the flexibility needed to enable apprentices to earn college credit for their Registered Apprenticeship experience and pursue further credentials in post-secondary educational programs, as well as utilize transfer opportunities to institutions that offer Bachelor's degrees.

### Why must Registered Apprenticeship programs to go through a third party evaluation to join the RACC?

All RA sponsor RACC members must have their programs evaluated by a third party organization to determine the college credit value of the apprenticeship completion certificate. The evaluation assesses the college-level equivalency of the program. Many organizations use third party evaluators to assess training and education programs offered outside of the traditional college classroom setting and translate them into college credit equivalencies. The following organizations are acceptable as Third Party Evaluators.

- American Council on Education (ACE), an organization that represents presidents and chancellors of all types of U.S. accredited, degree-granting institutions;
- National College Credit Recommendation Service (NCCRS), established by the Board of Regents of the University of the State of New York to create a college advisory service; and
- Two- and four-year postsecondary institutions that provide academic program reviews with evaluation standards similar to ACE and NCCRS as acceptable Third party Evaluators. The Departments of Labor and Education will disseminate descriptive

information on current and new third party evaluators for purposes of RACC membership.

### How do I join?

Joining the RACC is a click away through the streamlined application process, available on the U.S. Department of Labor, Office of Apprenticeship homepage, [www.doleta.gov/oa](http://www.doleta.gov/oa). Look for the three applications for “Postsecondary,” “Sponsor,” and “Other Organization.” For further information and to discuss any questions, please call 202/693-2796 or send an e-mail to [OA.Administrator@dol.gov](mailto:OA.Administrator@dol.gov). To learn more about the “Earn and Learn” Registered Apprenticeship model and existing programs in a wide variety of industries, visit <https://21stcenturyapprenticeship.workforce3one.org/%2findex.aspx>

**Standards of Good Practice  
Clarification of the Registered Apprenticeship-College Consortium  
(RACC) Framework**

The following points are for purposes of clarifying the Principles, Criteria and Conditions for Membership in the RACC.

**I. RA Program College Credit Recommendation by Third Party Evaluators  
(Conditions for RA Sponsors Membership and Criterion 1)**

All RA sponsor RACC members must have their programs evaluated by a third party organization to determine the college credit value of the apprenticeship completion certificate. Many organizations use third party evaluators to assess training and education programs offered outside of the traditional college classroom setting and translate them into college credit equivalencies. The following organizations are acceptable as Third Party Evaluators.

- American Council on Education (ACE), an organization that represents presidents and chancellors of all types of U.S. accredited, degree-granting institutions;
- National College Credit Recommendation Service (NCCRS), established by the Board of Regents of the University of the State of New York to create a college advisory service; and
- Two- and four-year postsecondary institutions that provide a similar assessment process as ACE and NCCRS. The Departments of Labor and Education, with the guidance of the Secretary of Labor's Advisory Committee on Apprenticeship (ACA), will disseminate descriptive information on current and new third party evaluators for purposes of RACC membership.

**II. Applying "Appropriate College Credit" from Registered Apprenticeship (RA)  
Completion Certificates (Principle 1 and Criterion 1)**

Two- and four-year postsecondary RACC members agree to award credit for learning acquired in the apprenticeship at levels consistent with the American Council on Education (ACE) Guide, the National College Credit Recommendation Service (NCCRS) or other third-party evaluators by two- and four-year postsecondary institutions that the DOL and ED have found acceptable.

- Once the recommended college credit is determined by the evaluator for a Registered Apprenticeship program, it will be posted on the RACC web clearinghouse.
- RACC post-secondary institutions will abide by the posted recommendation to the best of their ability. If courses taken through an apprenticeship do not correlate exactly to courses provided by the postsecondary institution, then fewer credits may be applied.

### **III. RACC Recognition of Existing Articulation Agreements:**

Many Registered Apprenticeship programs and two- and four-year postsecondary institutions already have existing articulation agreements that outline the number of college credits granted from the apprenticeship certificate of completion. Joining the RACC will have no effect on existing articulation agreements regarding any of the terms agreed to by the parties. However, if a national program has received recommended credit hours from ACE or NCCRS those are the number of hours that will be recognized by other RACC members.

### **IV. Conditions of Membership: Roles and Expectations of RACC Members**

It is expected that **RA Sponsors** will do the following:

- Designate a Point of Contact (POC) who will work with journey workers to help them prepare transcripts and other paperwork for colleges. This individual will have an understanding of Registered Apprenticeship articulation agreements and be able to help journey workers with the college application process regarding the RA articulation agreement.
- Provide information on the official website of the member RA sponsor about the RACC, how journey workers can apply their RA completion certificate towards a college degree, and the number of college credits the completion certificate is worth as recommended by the Third Party Evaluator.

It is expected that **Two- and Four-Year Postsecondary Institutions** will do the following:

- Designate a POC who will work specifically on Registered Apprenticeship programs and the admission of journey workers to the institution. This individual will have an understanding of Registered Apprenticeship articulation agreements, provide assistance to journey workers and RA sponsors, and serve as an advisor and subject-matter expert to the institution in the college admissions process for journey workers from RA programs.
- Provide information on the official website of the member institution about the RACC and how journey workers can apply their RA completion certificate towards a college degree at the institution.

### **V. Member Information to be Provided on the RACC Website**

Information about RACC member RA sponsors and postsecondary institutions for purposes of articulating the RA certificate towards college credit and aiding journey workers to earn college degrees will be posted on the RACC website. The following information will be requested:

- **Two- and four- year postsecondary institutions** will be asked to provide location, point of contact, the RA programs with which the institution has articulation agreements, number of credits given for each Registered Apprenticeship program, and prior learning tests that are accepted by the institution;
- **RA Sponsors** will be asked to provide the location, point of contact, number of credits given by a third party evaluation organization, and the number of and contact information for all RA training centers that are part of the national sponsor's (if applicable) college credit recognition;
- **Organizations that represent institutions and sponsors**, information will be asked to provide the type of organizations they represent and the nature of the relationship so they can represent them in the RACC, contact information and point of contact.



## **Registered Apprenticeship-College Consortium Articulation Framework**

### **Goals**

The overarching goal in creating the Registered Apprenticeship-College Consortium (RACC) is to facilitate the articulation of the Registered Apprenticeship certificate for college credit on a national scale. This effort will provide an important opportunity for apprentices to continue on a career pathway and earn an associate's or bachelor's degree, creating a skills acquisition continuum from Registered Apprenticeship to college with gainful employment. It also opens a new pipeline of degree seekers that can help support the President's goal that by 2020, America will once again have the highest proportion of college graduates in the world. As important, the Consortium seeks to enhance the competitiveness of American businesses by enlarging the pool of highly-trained workers that possess in-demand skills and competencies.

Additionally, the consortium hopes to:

- Strengthen relationships among Registered Apprenticeship and two- and four-year post-secondary institutions nationwide;
- Facilitate the development of informed partnerships among Registered Apprenticeship and two- and four-year post-secondary institution stakeholders that recognize the resources, limits, and requirements of one another's systems;
- Enhance national understanding of, and response, to the needs of apprentices as another working student population; and
- Advocate for the flexibility needed to enable apprentices to earn credit for their Registered Apprenticeship experience and pursue further credentials in post-secondary educational programs, as well as utilize transfer opportunities to four-year universities to earn bachelor's degrees.

### **Principles**

To achieve its goals, the Consortium is founded on a set of overarching principles that guide this effort. Chief among these principles is a learner-centered focus on supporting the educational and occupational needs of students- and the workforce skill needs of employers -that is grounded in the context of lifelong learning and career pathway advancement. Recognizing that learning and competency development take place through a wide variety of avenues, including Registered Apprenticeship, the Consortium is committed to enhancing recognition of apprentices' prior and concurrent learning and valuing that learning for college credit in credential-granting programs. Through member partnerships, the Consortium seeks to address institutional and organizational barriers and create more seamless and mobile pathways from

Registered Apprenticeship to programs of study at two- and four-year post-secondary institutions.

The Consortium's principles are agreed to collectively by the higher education community; National Registered Apprenticeship sponsors; the U.S. Department of Labor, Employment and Training Administration, Office of Apprenticeship; and the U.S. Department of Education, Office of Career, Technical, and Adult Education. The principles are drawn primarily from the cumulative experience of educational institutions and Registered Apprenticeship programs that have developed credit articulation agreements and have been judged successful in their work. The principles embody a needed institutional flexibility with thoughtful development of programs and procedures appropriate to the needs of apprentices, yet recognize the necessity to protect and assure the quality and rigor of educational programs.

**Principle 1.** In order to enhance and to achieve their educational, vocational, and career goals and minimize the need to repeat coursework, successful Registered Apprenticeship program graduates should be able to receive appropriate college credit for prior learning obtained while in Registered Apprenticeship programs.

**Principle 2.** To facilitate apprentices' entry into two- and four-year post-secondary programs, educational institutions should maintain necessary flexibility in:

- Programs and procedures, particularly in admissions, credit transfer, and recognition of other applicable learning, including that gained through a Registered Apprenticeship;
- Scheduling and format of courses; and
- Academic residency requirements to offset apprentices' mobility, potential isolation from campuses, and part-time student status.

**Principle 3.** To ensure mutually-beneficial and productive partnerships, college and Registered Apprenticeship program sponsor Consortium members should exhibit a clear understanding of, and support for, their respective roles in articulation efforts.

### **Initial Conditions for Membership**

Post-secondary institutional members must meet the following conditions:

- Be listed in the Department of Education's Database of Programs Accredited by Recognized U.S. Accrediting Organizations;
- Be a degree-granting institution that is duly accredited by an institutional accrediting agency recognized by the U.S. Department of Education;
- Agree to accept one another's assessment of students' prior learning for credit and to honor one another's credit awards, for purposes of facilitating the transfer of credit between Consortium member colleges; and
- Agree to provide program information for the RACC Guide.

Registered Apprenticeship sponsor members must meet the following conditions:

- Have a national, regional, or local program, or national, regional, or local guideline standards that are registered with either the U.S. Department of Labor, Employment and Training Administration, Office of Apprenticeship or a State Apprenticeship Agency;
- Submit to a program review performed by a national, state, regional, or local educational entity, for purposes of assessing program quality and rigor and determining credit value for learning acquired during Registered Apprenticeship; and
- Agree to provide program information for the RACC Guide.

“Other “organization members must meet the following conditions:

- The organization or association must represent two- and/or four-year post-secondary institutions on the national, regional or state level; or
- The organization or association must represent Registered Apprenticeship sponsors on the national, regional or state level; and
- Organizations must serve in a coordinating role to facilitate membership in the consortium.

## **Criteria**

Inherent in the principles are expectations and standards essential to their translation into performance and action. The RACC criteria express those expectations and standards and constitute an operational framework for RACC member institutions to extend undergraduate educational opportunities to apprentices that are sometimes distinct from common institutional practice. The criteria characterize flexibility essential to the improvement of access by apprentices to undergraduate educational programs. The criteria stipulate that institutional policies and practices be fair, equitable, and effective to apprentices.

### **Criterion 1. Crediting Learning from the Registered Apprenticeship Certificate.**

A RACC post-secondary institution provides processes to determine credit awards and learning acquired for the Registered Apprenticeship certificate when applicable to an apprentice’s degree program. A RACC post-secondary institution recognizes and uses the American Council on Education (ACE) Guide or other third-party accreditation in determining the value of learning acquired in a Registered Apprenticeship, and awards credit for appropriate learning acquired in the apprenticeship at levels consistent with ACE Guide or other third-party accreditation recommendations.

### **Criterion 2. Consistent Policies with Peer Colleges.**

RACC post-secondary institutions that have not yet accepted credit awards for Registered Apprenticeship certificates will adopt credit-awarding policies used for similarly situated colleges, programs, degrees, accrediting bodies, and term lengths.



**Criterion 3. Transfer of College Credit.**

Since mobility makes it unlikely that an apprentice can complete all degree program requirements at one institution, a RACC post-secondary institution designs its transfer practices for apprentices to minimize loss of credit and avoid duplication of coursework, while simultaneously maintaining the integrity of its programs. It is recognized that RACC post-secondary institutions must maintain quality and integrity within a complex academic and regulatory environment where resource, regulatory, and academic realities sometimes mitigate against the broad spirit of flexibility that the RACC advocates. Consistent with this reality and with the requirements of an apprentice's degree program, a Consortium institution follows the general principles of good practice outlined in the Joint Statement on the Transfer and Award of Credit. Each institution may be required to submit documentary evidence that it generally accepts credits in transfer from other accredited institutions, and that its credits in turn are generally accepted by other accredited institutions.

**Criterion 4. Academic Residency Requirements.**

A Consortium institution limits academic residency requirements for apprentices to no more than 25 percent of the undergraduate degree program; recognizes all credit course work offered by the institution as applicable in satisfying academic residency requirements; and allows apprentices to satisfy academic residency requirements with courses taken from the institution at any time during their program of study, specifically avoiding any "final year" or "final semester" residency requirement, subject to stated requirements in specific course areas such as majors. If a RACC institution offers 100 percent of an undergraduate degree online, that institution may require apprentices to take 30 percent of that degree program to obtain residency.

**Criterion 5. Crediting Extra-Institutional Learning.**

Recognizing that learning occurs in extra-institutional and non-instructional settings, a RACC institution provides processes to evaluate and award appropriate undergraduate-level credit for such learning through practices that reflect the principles and guidelines in the statement on Awarding Credit for Extra Institutional Learning. This shall include awarding credit through use of one or more of the nationally-recognized, non-traditional learning testing programs provided for apprentices including the College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and Educational Credential Evaluators (ECE) whether or not they supplement institutional challenge examinations or test-out procedures.

## COLLEGE CURRICULUM COMMITTEE

Committee Members - 2014-15

Meeting Date: 2/3/15Co-Chairs (2)

✓	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@foothill.edu
✓	Andrew LaManque	7179	Associate Vice President, Instruction	lamanqueandrew@foothill.edu

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	Chris Ju		ASFC	

Visitors:

Leanne Emanuel (CNSL)